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ABSTRACT

This report describes a curriculum that enables students from Hartford Public High School to take a course which is relevant to the Early Childhood Program at Greater Hartford Community College. Successful completion of the course enables students to earn three college credits and meet high school graduation requirements. Objectives of the project concern: (1) general and academic competencies, learning objectives, course content, and instructional methodology; (2) eligibility requirements for participation in the program; (3) a system for monitoring and guiding students; (4) preparation of brochures and pamphlets which describe the Greater Hartford Community College degree and certificate programs; (5) recruitment activities for qualified students of Hartford Public High School; and (6) a mechanism to conduct an ongoing evaluation of the program. Appendixes include a career questionnaire, a post-evaluation questionnaire, a 15-week lesson plan, a form for visitations or observations, handouts, and a list of assignments and readings. (RJC)

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HIGH SCHOOL-COLLEGE SEQUENCED CURRICULUM IN EARLY CHILDHOOD EDUCATION

FINAL REPORT

PREPARED BY
GREATER HARTFORD COMMUNITY COLLEGE
61 WOODLAND ST., HARTFORD, CT 06105

PREPARED FOR

CONNECTICUT STATE DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL, TECHNICAL AND ADULT EDUCATION
BUREAU OF VOCATIONAL SERVICES
HARTFORD, CONNECTICUT

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PROJECT TITLE

HIGH SCHOOL-COLLEGE SEQUENCED CURRICULUM IN EARLY CHILDHOOD EDUCATION

Objectives

1. To develop a curriculum with defined competencies, learning objectives, course content and instructional methodology which would enable the students from Hartford Public High School to take a course relevant to the Early Childhood Education Program at Greater Hartford Community College.

Successful completion of the course would enable the (HPHS) students to earn three college credits and to meet high school graduation requirements.

Course Learning Objectives

The course objectives are defined as general; those requirements within the high school curriculum and/or academic; those additional requirements necessary for college credit.

General

- Gain knowledge of the roles and responsibilities of parents and caregivers.

- Examine information on the development (social, emotional, cognitive, physical) of infants and toddlers and preschool children.

- Explore the skills and variety of job options in the childcare field.

- Gain knowledge in the health and safety issues involving young children.

Academic

- Gain an understanding of the history of preschool education.

- Examine and compare current philosophies of Early Childhood programs.

- Explore a variety of discipline and behavior management techniques.

- Examine and compare various instructional methods for guiding the learning of young children.

- Gain an understanding of developmentally appropriate curriculum.

- Creation of materials for children's use within developmental guidelines.

Competencies

At the end of the course the student will be able to:

General Level:

1. Define and discuss parenting and family.
2. Discuss the term "caregiver".
3. Outline different ways of becoming a parent and/or caregiver.
4. Identify causal factors which lead to child abuse.
5. Identify local agencies which help children and families.
6. Describe the various types of child care facilities.
7. Discuss careers in the field of child care and related areas.
8. List the characteristics of development.
9. Discuss the major theories of child development.
10. Describe the physical, social/emotional, and intellectual development of children from ages 1-6. Be able to use vocabulary pertinent to this field.
11. Discuss the importance of play in the life of a child.
12. Describe and demonstrate various activities which stimulate learning, growth, and development in young children (musical, artistic, physical, and intellectual).

13. Choose appropriate toys and activities for children.
14. Discuss toy safety and how it relates to children at different ages.
15. Name and explain the traits of a healthy child.
16. Plan nutritious menus and snacks for young children.
17. Discuss skills used in caring for a sick child.
18. Demonstrate basic first aid for common home accidents.
19. Demonstrate the Heimlich maneuver for children.
20. Prepare a home safety check list and list items necessary for a home first aid kit.
21. Discuss positive methods of discipline for children at different ages.

Academic Level:

1. Discuss the various changes in today's family and the effects on children.
2. Identify the changes in early childhood programs in the past century.
3. Outline and describe the goals of early childhood education for children and families.
4. Describe the levels of development in play.
5. Compare and contrast the licensing requirements for centers and family day care homes.
6. Identify the important features in planning an environment for young children.
7. Discuss and choose types of equipment and materials best suited for birth to five years.
8. Identify the characteristics of early childhood teachers.
9. Describe the role of a teacher in guiding learning and behavior in young children.
10. Compare the various methods of disciplining, punishing and guiding children in their development of self control.

11. Identify the important features of a schedule for young children.
12. Describe and create developmentally appropriate activities and materials for young children.

Design Principles:

After several meetings with Hartford High Administration and faculty it became apparent that an added course within the school schedule onsite or at Greater Hartford would be burdensome due to timing between classes and at present, full programs for college bound students.

In addition, it was felt that the students would not succeed as easily if this was an additional course with added requirements. Rather their present course, within the confines of HPHS with different activities would be more appropriate. Therefore a plan was created to:

- provide an enriched curriculum for all students registering in the early childhood course at HPHS.
- create two levels of activities and assignments to accommodate (HPHS) students fulfilling graduation requirements and those wishing to earn (GHCC) credit.
- provide for class field trips to GHCC for "guest lectures".
- observation and participation during vacation schedules at the GHCC Lab School with the tentative proposal for accompanying funds as an incentive.

The attached curriculum is designed so that the content of the courses at Greater Hartford Community College and Hartford Public High School follow the same sequence. It is understood that length of time devoted to each topic will vary depending on student needs.

Several topics, i.e., instructional methods, and classroom planning, will not be covered by students pursuing only high school credit, since they are not relevant to the objectives of the Child Care course at present.

Assignments have been arranged on three levels for the high school student to choose:

general - involves any student completing the course for high school credit.

academic - required assignments for those students wishing college credit.

optional - available as enrichment activities for any interested student.

It would be understood that these assignments are not meant to be exhaustive. Appendix D provides an additional listing of suggested activities.

Many GHCC assignments are not submitted until midway or at the end of the semester. It was felt that HPHS students would benefit from success and encouragement on a more regular basis therefore weekly assignments have been designed.

Examinations and specific teaching techniques such as role playing and brainstorming discussions have not been included; suggesting that the discretion of the teacher is the best approach in these areas.

2. To establish eligibility requirements for participation in this program.

HPHS - Those students interested in GHCC credit will be identified through a questionnaire and advised by their appropriate guidance counselor and/or classroom instructor re: the additional requirements and expectations for the second level of the child development course.

3. To create a system, designating key personnel, by which:
   a) the high schools would identify, advise and monitor the progress of the students through the offices of the Coordinator of Youth Employment and Building Principal.
   b) the College would furnish information regarding course selection, schedule, registration and other procedures.
   c) students will be guided and identified by the Guidance Department within HPHS. Progress will be monitored by the course instructor.
   d) Program brochures providing a description of the Early Childhood Degree and certificate will be made available to HPHS Guidance Department and the faculty of the Home Economics Department. A special insert is included to specifically highlight questions and answers regarding this collaborative program.

4. To prepare brochures and pamphlets which would describe the GHCC Early Childhood Education degree and certificate programs.

   These will be in the present format as distributed by the Admissions Office with an additional insert describing the program.

   In addition a questionnaire will be provided for each prospective student to determine their interest in the course work, willingness to take on the higher level activities, and provide counselors and instructors a base for further interviewing.

5. & 6. To plan activities regarding recruitment of qualified students from HPHS

   An Open House at GHCC for the students from HPHS will be scheduled to occur in the late fall so students can consider their options for the following fall semester.

Recruitment efforts will include:

- visits from GHCC early childhood faculty to prospective groups
- dissemination of brochures and flyers highlighting the program and the "field of early childhood"
- opportunities for visits to the GHCC Lab School
- an Open House to be presented the semester prior to the course offering at HPHS to enable students to plan their schedules.

7. To establish a mechanism to conduct an ongoing evaluation of the program leading to a model which can be duplicated
    - pre and post questionnaire
    - periodic assessment of HPHS students once they enroll and continue to take courses at GHCC

This model offers a valuable opportunity for:

- high school and community college faculty to work side by side in improving curriculum for all students
- assistance in planning a course to accommodate all levels of student ability
- students to strive for the higher level and receive credit from a community college as well
- students to experience and realize their capabilities for continuing educational study

BROCHURE INSERT

HIGH SCHOOL STUDENTS
CAN EARN
COLLEGE CREDIT WITHOUT ATTENDING COLLEGE
It's Easier Than You Think

If you are considering the child care course offered at Hartford High you may want to earn College Credit at the same time!

Here's what you do:

1. Talk to the child care instructor. Find out about the course and the types of assignments and readings.

2. Meet with your guidance counselor to be sure you can work it into your schedule.

3. Decide if the different assignments are something you're willing to do.

4. You're all set -- take the course, get an opportunity to work with young children, visit day care and nursery programs and earn college credit at the same time!

EARLY CHILDHOOD COLLABORATIVE PROJECT
GHCC - HPHS

The following is a questionnaire to help you decide whether the profession of early childhood and taking the course for college credit is right for you.

Think about each and how you would rate yourself on it. Then put an "X" on the line to show how much you agree that you feel that way -- for example, if you strongly agree, put an "X" on the far left of the line; put your "X" on the far right if you strongly disagree.

Strongly Agree	Mildly Agree	Neutral	Mildly Disagree	Strongly Disagree

1. I enjoy children very much and I can work well with them.

/ / / / /

2. I am generally warm and affectionate.

/ / / / /

3. I accept children as they are, and enjoy working with parents.

/ / / / /

4. I enjoy reading articles and chapters about children and how they learn.

/ / / / /

5. I enjoy thinking up new games for children to play.

/ / / / /

6. I am organized and can keep my assignments in order and on time.

/ / / / /

7. I am willing to do the different assignments for college credit.

/ / / / /

EARLY CHILDHOOD COLLABORATIVE PROJECT
GHCC - HPHS
POST EVALUATION

Think about each and how you would rate yourself on it. Then put an "X" on the line to show how much you agree that you feel that way -- for example, if you strongly agree, put an "X" on the far left of the line; put your "X" on the far right if you strongly disagree.

Strongly Agree	Mildly Agree	Neutral	Mildly Disagree	Strongly Disagree

1. I enjoyed taking this course for college credit.

/ / / / /

2. The assignments were easily understood.

/ / / / /

3. I was able to get assistance if I needed it.

/ / / / /

4. Visiting and working in the Lab School was helpful in understanding children.

/ / / / /

5. I feel I could take more courses in college.

/ / / / /

6. I am planning to continue with Early Childhood.

/ / / / /

EVALUATION OF PROJECT

Although there is no formal instrument for evaluating the success of this coordinated curriculum some information can be gathered for examination of the process.

In addition to the post evaluation completed by each student pursuing college credit the following recommendations follow:

- compare all other course grades of the respective students to ascertain the level they have been able to maintain.

- review and compare the grades for assignments and tests to determine if a particular topic or requirement was too difficult.

- discuss and compare with GHCC instructors regarding similarities in expectations and performance.

HIGH SCHOOL-COLLEGE SEQUENCED CURRICULUM
IN
EARLY CHILDHOOD EDUCATION

	Greater Hartford Community College Intro. to Early Childhood Education		Hartford Public High School Child Care		
	Topic	Assignments/Readings	General Assig.	Academic	Optional
Week 1	Overview of Early Childhood History of Early Childhood	p. 1-24	p. 25-32	Handout reading (Gilley p. 1-25)	Gilley - p. 9-Q-A 12 Q-D 23 Q-C
Week 2	Why Early Childhood Effects of Working Parents	p. 24-31 Rev. Q-B	p. 166-70 Paragraph on "What Parenting Means to Me"	p. 175 answer Q 3, 4, 5, 6	Research on adopted children, foster children, test tube babies, blended families

	GHCC		HPHS		
	Topic	Assignments/Readings	General Assignments	Academic	Optional
Week 3	Comparing Early Childhood Programs Montessori Materials	Library Article Due p. 34-43 Rev. Q A, C	Read p. 232-236 Q - 3, 4, 5, 6	Develop criteria for choosing a good early childhood program	Review and describe the differences between licensing requirements for centers vs. homes
Week 4	The Developing Child Physical & Intellectual Development	Library Article Due p. 47-55 Rev. Q B Autobiographical Sketch Due	Read p. 32-35 Q 3 Read p. 209-236 Define vocabulary words - p. 209 Read p. 271-294	Read p. 191-197 p. 201 Q 5, 6, 7, 8 Observe and compare two children of different ages re: how they run, climb, cut, use stairs, etc. Write your responses for a discussion	Research the different theories of Maslow, Erikson, Bruner & Hurlock, Piaget and Pavlov and give an oral report

GHCC		HPHS		
Topic	Assignments/Readings	General Assignments	Academic	Optional
Week 4 Cont'd.		Read p. 297-319 p. 341-355	Visit a pre-school - write a report on some of the "learning activities" that are observed	Create an activity for a 3-yr. old to do that involves listening and following directions
Emotional Development	p. 59-68 Rev. Q B, C	Read p. 163-182 239-261 321-337	Choose a child to observe five times - Write a running account of the child's behavior - describing body movements, facial expressions and language	
Week 5 Social Development				
The Whole Child		Define vocabulary for each chapter		

	GHCC		HPHS		
	Topic	Assignments/Readings	General Assignments	Academic	Optional
Week 6	Purpose of Play Newsletters How & Why	p. 72-79 Rev. Q b7c	Read p. 261-268 337-338	Additional Reading as provided by Instructor Locate a center/school Newsletter - Highlight the important information	Describe the differences between Parallel and Cooperative Play
Week 7	Physical Plant Indoor-Outdoor Space	p. 85-95 Rev. Q A, C/p p. 110 Q C	Read Handout Child Day Care Guidelines Room Arrangement and materials Discussion of value of certain settings and materials Read Handout on Playgrounds	Visit a child care facility and write a one page report describing the physical layout and classroom organization Develop a list of activity ideas for outside play	Design the perfect space

	GHCC		HPHS		
	Topic	Assignments/Readings	General Assignments	Academic	Optional
Week 8	Equipment	p. 100-108 Rev. Q A, C	p. 287-290 Develop a list of toys suitable for toddlers and preschoolers	Review catalogs and select ten most important items	Create a game for 2-3 yr. old on matching
	Educ. Materials Teacher Made Games		Using a series of transparencies analyze toys as tools, types of storage educational durability large and small muscle toys storage, etc.		
Week 9	Teacher Qualifications	p. 127-135 Rev. Q B, C	p. 15-18	Read Gilley p. 127-132 Q B	
	Observing Children	p. 140-148 Rev. Q A			

	GHCC		HPHS		
	Topic	Assignments/Readings	General Assignments	Academic	Optional
Week 10	Communicating with Children		Review Handout "A Child is What He Lives"		
Week 11	Direct Guidance	p. 152-162 Rev. Q B, C	Read p. 253-59 267-268 Discuss Handout "Handling Behavior Problems"	Read Article "Children's Fears Why Child Abuse Occurs"	Research and report on the various agencies available to support families

	GHCC		HPHS		
	Topic	Assignments/Readings	General Assignments	Academic	Optional
Week 12	Indirect Guidance Effects of Room Arrangement	p. 166-175 Rev. Q B		Gilley p. 166-175 Rev. Q B	
Week 13	Effects of Scheduling	p. 211-221 Rev. Q B	Visit Early Childhood Programs and collect different schedules for their programs. Compare the similarities and differences amongst each		Read article on "Transitions" and create a model schedule for 4 yr. old

EARLY CHILDHOOD VISITATION - OBSERVATION FORM

As you browse and observe various early childhood programs record your findings below.

Program A

Room Arrangement (please draw diagram)

Take note of space allotted for

- sharing - circle time
- block play
- art - expressive activities
- large motor activities
- quiet - restful areas

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EARLY CHILDHOOD VISITATION - OBSERVATION FORM

Program B

Room Arrangement (please draw diagram)

Take note of space allotted for

- sharing - circle time
- block play
- art - expressive activities
- large motor activities
- quiet - restful areas

	GHCC		HPHS		
	Topic	Assignments/Readings	General Assignments	Academic	Optional
Week 14	Program Planning	p. 181-193 Rev. Q B	p. 346-349 Have students participate in a variety of games group storytelling musical physical	Read Gilley p. 181-193 Attend class lecture at GHCC as a field trip.	Make a list of children's songs, categorize by season
	Curriculum Areas			Create children's art projects (cutting, painting, drawing, glueing)	
Week 15	Instructional Methods	p. 195-209 Rev. Q A		Gilley p. 195-209 Review Handout on Activity Boxes Prepare one for any age	Become familiar with a children's book - practice reading to a group of young children

The following assignments are due at various times throughout the semester:
Autobiographical sketches
Observation Logs
Newsletter
Classroom activity
Review Questions
Review of Articles
Classroom Visits

Text: Gilley, Jeanne, Early Childhood Development & Education, Albany: Delmar Publishers, Inc., 1980.

Brisbane, Holly, The Developing Child, Peoria: Bennett Publishing Co., 1980.

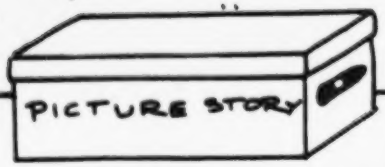
APPENDIX C

SUGGESTED READINGS FOR HIGH SCHOOL STUDENTS PURSUING COLLEGE CREDIT

© 1985 Frank Porter Graham Child Development Center
University of North Carolina at Chapel Hill
"Space to Play and Learn"

SORTING: Put in a box four or five small containers, like cottage cheese cartons or margarine tubs, into which children can sort small things. Add collections of small things - buttons of all colors and shapes, tiny charms many doctors hand out, or dried beans and peas. Help children sort by color and shape, what the things are made of or what is used together. Ask them how those things in the same containers are the same. Be sure to keep these little things away from very young children who may put them in their mouth.

3 ACTIVITY BOXES

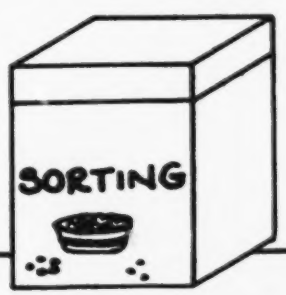


Children need so many different kinds of things to play with that keeping the things that go together in the same place can be a problem. Activity boxes filled with everyday materials are a space and time saving idea for organizing children's playthings.

To make an activity box, put everything that is needed for an activity into one box. Add pictures, storybooks or records about the activity to help the children get more play ideas.

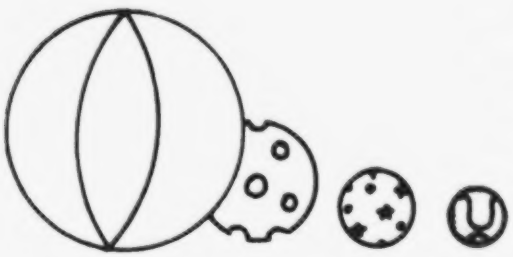
These boxes can be stored in a closet or shed and brought out when you want to use them. When the children are finished playing, they can put things back in the right boxes for next time. Label each box clearly with large letters and a picture of the things inside.

Rotate the boxes you bring out. This way the activity will seem new again and again. Here are some ideas for activity boxes you can make. Be sure all the things you put in your activity boxes are safe for the children who will play with them.

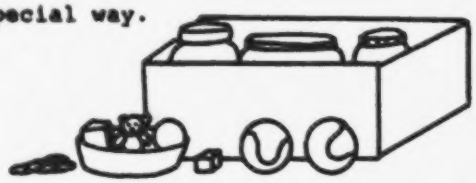


ACTIVITY BOXES FOR INFANTS AND TODDLERS

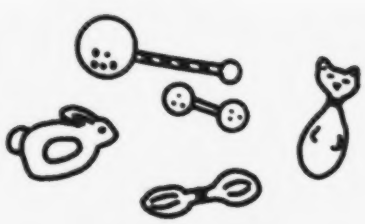
BALLS: Make a box of lightweight balls that are different sizes and color. Add small fuzzy tennis balls, colored shiny balls, wiffle balls with holes in them or even a few colorful beach balls.



DUMP AND FILL: Put a few plastic bowls or plastic jars with lids in this box. For toddlers, add a handful of teddy bear counters, poker chips, inch cubes, or other small safe toys to each bowl. For infants, use 2 inch cubes, safe rubber squeeze toys, or tennis balls. Give each child a bowl of toys to dump and fill in his own special way.



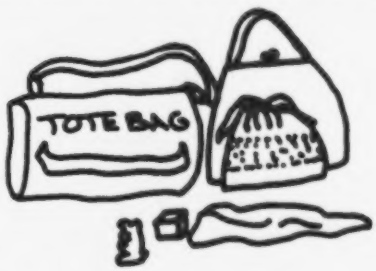
RATTLES: Put rattles of different size, shape and color into a sturdy box. Add rattles that make many kinds of sounds. Try ones that click, jingle, ring or even have moving parts to watch. Be sure all rattles are safe and lightweight so children can play with them on their own.



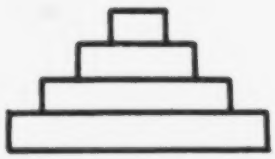
HATS: Gather several lightweight hats and put them in a box. Make sure the hats are safe for children's play and don't have any loose pieces that a child could choke on. Choose big floppy hats, little baseball caps, hard plastic workman hats or even cowboy hats. Try setting this activity box out near an unbreakable mirror so the children can watch themselves play.

PURSES, TOTES AND POCKETBOOKS:

Collect a few pocketbooks and tote bags to put into a sturdy box. Choose ones of different size, shape and color that can be easily carried around. Add a few scarves, blocks or safe toys for your young ones to put into their pocketbooks. Let them enjoy filling their bags with these special treasures or just carrying them around in their own playful way.



STACKING: Put into a box safe things that will stack. Add wooden unit blocks, colorful sponge blocks, clean empty food boxes covered with contact paper, nesting blocks or any other set of safe stackable toys. When you put this box out for children's play make sure thay have a flat space large enough to build and stack where towers they build will be safe from the active play of others.



PRETEND BOXES

FIREFIGHTING: Put into a box an old garden hose cut into pieces about 1 - 1 1/2 yards long, some plastic firefighter hats and a bell. Add books about firefighters, so you can read to the children to give them new play ideas.

CAMPING: Find canteens, knapsacks, and small lanterns in surplus stores. Put them in the box with a pair of old binoculars and a small tent made from a sheet. The children will enjoy their camping play even more if you show them a book about camping or tell stories about sleeping in a tent on a camping trip.

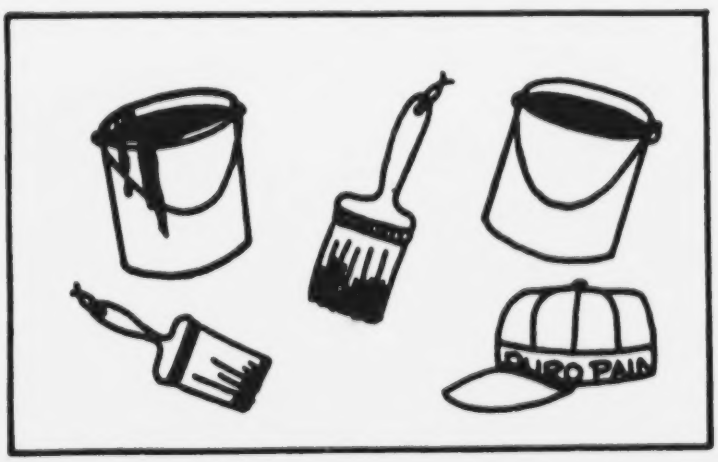
STORE: Use clean cans, boxes and packages from familiar items with their labels still on. Make or buy play money. Set up a store where children can "buy and sell." Let them take their things "home" to their playhouse kitchen.

HOSPITAL: Put a few nurses caps, a stethoscope, a play shot injector, tongue depressors, bandaids, and bandage strips in a box so the children can play doctor and nurse. Add some books about the hospital and visiting the doctor and dentist. Use this time to talk about never taking medicines alone or playing in the medicine cabinet.

TRAVEL: This box holds everything children need to play bus, train, boat or plane. Put in uniform caps like those worn by pilots, train engineers or bus drivers. Add tickets, a paper punch and a map. Children enjoy making a train or bus with a steering wheel and boxes or chairs. They can sell tickets and pretend to take a trip. A storybook about travel or a real bus trip helps the play along.

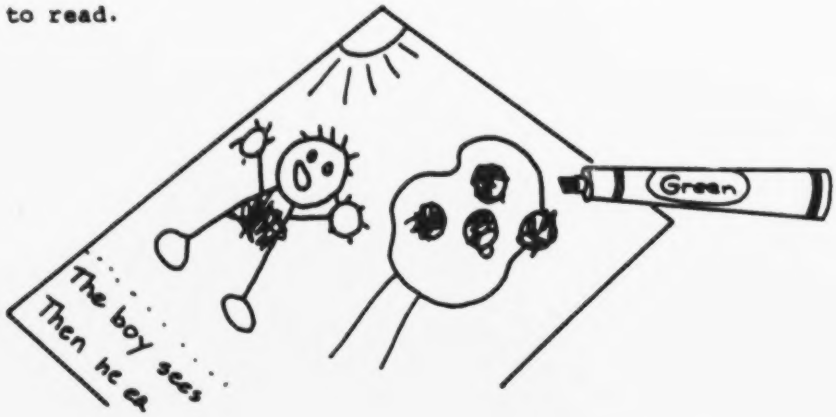
LITTLE WORLD: Put into a box a collection of tiny cars, trucks, little plastic people and animals. You can buy inexpensive bags of plastic cowboys, farm and zoo animals. Add small blocks for the children to build a little people world. Children can also use the little things in a three inch deep box or pan lined with an inch of cornmeal or dry coffee grounds in the bottom. Little world play calms children down so it's a good rainy day game.

PAINTER: You will need a couple of white painter's caps, some large clean cans or small pails, and a few paint brushes with 2-3 inch wide bristles. The children can paint with water on the outside of the house or the play equipment.



MAKE AND DO BOXES

PICTURE STORIES: This box holds watercolor markers or crayons, and paper. Fold single sheets back about 3 inches from the bottom. Have the children draw a picture on the larger part of the paper, then unfold the bottom and have them tell you the story that goes with the picture. Print what they tell you and then read the story back to them. Single pages can be stapled together to make a book. This activity is especially good for three to five year olds because it helps their language development and gets them ready for learning to read.



ART DOUGH: Make up different colors of art dough. Mix 2 cups of flour, 1 cup of salt, 1/2 cup of water for each batch. Add 1 teaspoon of powdered paint or a few drops of food color as you mix each batch. Store each color of art dough in a seperate covered coffee can to keep it moist. (Do not use a plastic bag because it makes the art dough sticky.)

Children can play with the art dough using their hands to mold and shape it. Tell the children you want to see what they can make with their hands. If you bake the shapes in a slow oven (about 250 degrees) the dough will turn very hard and last a long time. The shapes make good Christmas tree ornaments or gifts.

STRINGING: Put into a box anything that a child can string - old beads, sequins, soft shells with a hole punched through, cut pieces of plastic drinking straws, or anything else that has a hole in it and won't break. Include coated wire from telephone cables, old shoe strings, and yarn or string with one end wrapped in tape to string necklaces.

GLUEING: Collect things of different shape, color, feel or size that can be glued onto paper. Sort them into 1/2 gallon milk cartons, with the tops cut off - soft things in one, hard things in another, red things, blue things, shiny things, smooth things, rough things, and so on. You can make up your own way of sorting. Put the filled cartons, paste or glue and paper into the box.

When children work at this activity, be sure they look at and touch things in each carton. Ask them what kind of things there are in each carton and help them decide how the things are alike. "In here are round things." "This one has all the blue things."

10 FUN THINGS TO DO ON THE PLAYGROUND!

BY KAREN MILLER

April is a time of year when there is renewed activity outside. It's the perfect time to take many of your traditional *indoor* activities *outdoors*. Here are some ideas that include activities in the areas of art, science, dramatic play, block-building, and physical development.

1

HOOP GOLF

Place several Hula Hoops or tires a distance away from each other to make a "course." Put a number one card in the first hoop, a number two card in the second hoop, etc. Create a starting line 10 feet or more from the first hoop. Give each player a different-colored beanbag.

To play, each child stands behind the starting line and tries to throw the beanbag into the first hoop. If he/she misses, he takes a second throw from the spot where his beanbag landed. Count the number of throws it takes him to get the beanbag in the hoop. To continue, the child then stands inside of the first hoop and throws the beanbag toward the second hoop. Have children continue through the course. Once they know the game well, let the children set the course themselves and devise their own variations.

2

SHADOW DRAWING

You need a bright, sunny day for this project. Find a shadow with an interesting shape. Show the children how to place a large piece of paper on the shadow, and then draw around the outline of the shadow with a marking pen. After the children do this with one shadow, they can turn the paper upside down, to the right or to the left, and trace the same shadow again, overlapping the lines. Later, the children can color in some of the spaces created by the lines with crayons, marking pens, or watercolors.

3

SPRAY-BOTTLE PAINTING

Attach a large piece of paper to a fence. Fill several pump-type spray bottles with water and add food coloring or different-colored tempera paints. Show children how to pump the spray bottles and aim the spray toward the paper. Discuss the importance of aiming the spray away from themselves and their friends. Let them use different colors in succession.

4

FIND-A-MATCH GAME

This is a memory game. Find three or four common nature objects on your playground such as acorns,

Illustrations: Teresa Anderko

dandelions, and leaves. Put one of each object under a bandana. Tell the children you will let them look at the objects for 10 seconds (or however long you decide). Then cover the objects up again, and challenge them to find the objects on the playground. When the children return, remove the bandana and compare the collections of objects.

5

MIRRORS AND THE SUN

This activity is great fun on a sunny day. Collect some small mirrors. Show children how to hold the mirrors at an angle to create a bright reflection on the outside of your building. Then let them experiment by trying to make their lights chase and catch each other!

6

AN OUTSIDE BLOCK-BUILDING AREA

Playing with blocks outdoors is different from indoor block play in several ways. Sun and shadows give the constructions a new look. Children will discover that they cannot build high structures on windy days. And outside, block-builders can

make as much noise as they wish, adding wonderful sound effects to their play.

Blocks are especially fun if you allow children to use them in the sandbox. They can become walls of castles or provide a tool with which to make roads. Some large boards, shingles, sheets of plastic, old carpet, and other items can give new dimensions to buildings. You can also offer nature objects such as small branches, pinecones, rocks, and leaves.

7

OUTSIDE HOUSEKEEPING AREA

You can bring all of your regular housekeeping furniture outside from time to time. The special thing about outdoor house play is that children can easily include sand, water, and rocks in their cooking. Their play takes on a grander scale when they hop in the car (tricycle) to head off to work or to another outdoor dramatic-play setting.

A camping dramatic-play area with a tent, rocks and sticks for a pretend campfire, and other camping items will also be popular.

8

SOUND HIDE-AND-SEEK

This is fun if you have a playground that has many obstacles that children can hide behind such as trees, rocks, and solid play structures. A group of children close their eyes while one child takes a rhythm instrument and goes somewhere on the playground to hide. When the child is hidden, the teacher tells the group to open their eyes, and tells the hider to start playing the instrument. The children must then find the hiding child using the sound of the instrument as a clue.

9

TRICYCLE OBSTACLE COURSE

Fill some cardboard milk cartons with sand. On a patio area, mark out a course for the tricycles. Allow the children to help you plan the course using the milk cartons. Use chalk to make a line to indicate where the riders must go. Then add some of the following obstacles: Build in corners or blockades with boxes or blocks; add large box tunnels or a large water puddle through which the children can "drive"; string up crepe paper streamers for children to duck under. Seek ideas from your children. Then have them drive through the course without knocking down any of the obstacles.

10

A MUD CENTER

Place a small plastic wading pool on top of a low table so that children can stand around the edge of it to play rather than climbing inside of it. Put several dish tubs inside of the wading pool. This way, drips and spills fall into the wading pool.

Try to find different textures of sand and dirt. Fill the dish tubs with these. Let children fill pitchers with

water from an outside faucet or trickling hose and mix it with the sand and dirt as they wish. Let them make their own discoveries. Give them access to a wide range of plastic dishes, spoons, and small pots and pans to use with the mud. □

Karen Miller is national education director of Children's World in Golden, Colorado. She is the author of Things to Do With Toddlers and Twos, *and* Ages and Stages.

TO GROW UP HAPPY, EVERY CHILD NEEDS:

TO FEEL LOVED

- to be held and played with
- to know that his parents and caregivers love, want, and enjoy him
- to know that what happens to him matters to someone

SOMETHING TO BELIEVE IN

- a set of moral standards to live by
- a belief in the human values - kindness, courage, honesty, generosity and justice

TO FEEL ACCEPTED

- that adults like him for himself, just the way he is
- that they like him all the time, and not only when he acts the way they want him to act
- that they always accept him, even though they may not approve of the things he does
- that they will let him grow and develop in his own way

TO FEEL SAFE

- that his home is a good safe place he can feel sure about
- that his parents and caregivers will always be on hand, especially in times of crisis when he needs them most
- that he belongs to a family or group; that there is a place where he fits in
- that they will help him when he must face strange, unknown and scary things

TO HAVE A MODEL

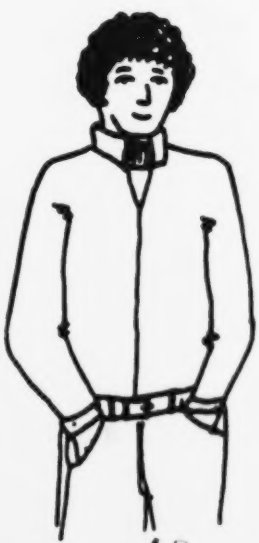
- to have grown-ups around him who show him by their own example how to get along with others
- to have friendly help in learning how to behave toward persons and things

TO LEARN THAT HE IS RESPONSIBLE FOR WHAT HE DOES

- that blaming others or the situation does not excuse him for what happens
- that if he unknowingly hurts someone, it is his duty to try to correct it

TO HAVE A FEELING OF ACCOMPLISHMENT

- that his parents and caregivers want him to grow up and that they encourage him to try new things
- that they have confidence in him and in his ability to do things for himself and by himself



TO LEARN SELF-DISCIPLINE

- that there are limits to what he is allowed to do and that adults will hold him to these limits
- that though it is all right to feel jealous or angry, he will not be allowed to hurt himself or others when he has these feelings

3 A CHILD IS WHAT HE LIVES

THE UNHAPPY CHILD

There are certain signs an adult can look for that may warn you that your child's personality is not growing as it should. If you notice any of these signs, the parent and child may need help.

You can get help from the county health department, mental health center, family doctor, or teacher. Think about getting help:

(1) if a child often hurts himself or others when he gets upset or angry.

(2) if a child never enjoys playing with other children or always seems afraid of new people and things.

(3) if a child does not like to try to do things for himself.

(4) if a child does not seem to be walking, talking, eating, or sleeping as other children his own age.

(5) If he has problems in school.

N. C. DEPARTMENT OF HUMAN RESOURCES
DIVISION OF HEALTH SERVICES

A baby's personality develops like his body. What happens to him from the very first helps to build how he will behave the rest of his life.

POSITIVE FEELINGS	NEGATIVE FEELINGS
If he feels good about what happens to him, he will feel good about himself. He will behave that way again.	If he feels bad about what happens to him, he will feel bad about himself, and will think he is not "ok".

How a child feels about himself and the world around him depends on who takes care of him and how they treat him. Most of us have some good and some bad feelings about ourselves.

Maryland State Department of Health
301 West Preston Street
Baltimore, Maryland 21201

CHILD DAY CARE GUIDELINES **

May, 1969 - No. 18

ROOM ARRANGEMENT OF EQUIPMENT AND MATERIALS

PLANNING

Take a new look at your play area. Does it invite children to play and offer them a more interesting choice of activities to challenge their abilities and enthusiasm? Is it set up to encourage and extend learning and development?

What you do with your space -- how it is organized and what is in it -- tells a child much about what is expected of him and about what he may expect from you. You are sensitive to your children's needs and feelings. Are you just as sensitive to how your use of space will affect these needs and feelings?

We plan home areas for specific activities -- where to cook, where to wash, or where to just sit and talk. It would be confusing even to an adult if all the furniture were in one large room without division as to use. For children, too, it is important to define areas for different types of play.

A good room arrangement promotes youngsters' initiative and ability to do things on their own. It prevents many problems in behavior before they occur. For instance, block building in the middle of the traffic flow to the bathroom tempts a passing child to reach out and knock down Johnny's carefully balanced tower. A better planned space in which to build wouldn't have "asked for it."

How can you arrange your room and plan beforehand so that children . . .

have room for both active and quiet play?
can be alone or with others in small groups?
can explore things? can have enough choices available?
can find materials and put them away by themselves?
can move easily from one activity to another?

**This information is provided as a model which contains some useful ideas.

Listing the activities you want to plan for your program is often helpful.

Areas that require the most space:
- Housekeeping and other types of dramatic play
- Block building
- Tables for work or eating
- Open area for bringing the group together
  - for talking, for stories
  - for music, for dancing, and moving

Centers that are equally important but require less space:
- Art
- Books
- Science
- Music
- Woodwork

AND Storage Space:
- For materials not currently in use
- For outdoor clothing and personal belongings
- For cots

Don't Keep

Toys and equipment in bad repair. This says to the child "Grown-ups don't care," and by example, encourages breakage.

Play things out of reach. This says to the child, "You're not big enough." How would you like your cooking utensils out of reach in your kitchen? Remember too . . . "out of sight out of mind."

An overabundance. Too many dolls and animals, too many materials jumbled together tend to be confusing rather than inviting.

USE YOUR ROOM!

Take advantage of all of your space. For instance, group discussions do not have to begin and end in the largest open area. Why not try them at times in front of a new bulletin board, or close to the science shelf, or near a map or large picture? Story time is a perfect time to move your group to different places in the room. If the story is about . . .

fish . . . have it beside the aquarium
daddies or baby . . . at the entrance of the housekeeping corner
spring . . . in front of the vase of pussywillows or outdoors
snow . . . near a window where children can watch it drifting down

Just sitting in a sunny spot helps to break the "indoorness" of winter.

Must snacks always be at tables? Why not try a picnic on the rug, on the porch, or in connection with a boat, a house, or a "restaurant" made of blocks?

FOR DRAMATIC PLAY

Child-scaled furniture and accessories encourage children to play the family roles of father, mother, sister, brother, or baby; and such community roles as garageman, mailman, beautician, barber, doctor, nurse, spaceman, or policeman. Children under six are concerned with the world of family and other people. Through "rehearsing" these roles a child begins to understand his culture and himself.

DO	DON'T
Suggest a child-size room, attractive and inviting and set apart for uninterrupted play.	Don't line-up along one wall a stove, refrigerator, and sink with no sense of a room in a home.
Provide props for male roles -- a man's hat, a boy's cap, a necktie, a briefcase, a tool kit.	Don't think that only the girls can play "house," and that only the boys can play "garagemen."
Keep adding new interesting props -- an alarm clock, a door bell, a bottle, pillow and new clothes for the dolls, a new cloth for the tea table.	Don't neglect household accessories for mealtime play and kitchen play such as dishes, teapot, pans, measuring cups, sponges, muffin tins, cake pans, egg-beaters, bowls, spoons, and materials for making foods.
Add props for roles other than family roles -- a hand mirror, and a hair dryer for a beauty shop; a bicycle pump, a piece of hose for a garage.	Don't forget that children will use their imaginations if you set the stage.
Provide a supply of materials from which children can make props when needed -- cardboard boxes, rope, stapler, paper, small saw, tape, etc.	
Provide plastic dishpans, soap and soap flakes, sponges, towels, washcloths for bathing dolls and washing dishes, and mops for cleanup. An absorbent towel can also be used for a child to stand on to prevent slipping.	Don't forget that a cotton sheet blanket spread under dishpans absorbs inevitable dripping as children play, and makes cleanup easier, and that sponges and turkish towels handy to the area will readily soak up any spilled water.

FOR BLOCK PLAY

Young children learn through play, and the many learnings through block play make this area one of the most important in your room. Among other advantages, blocks offer children practice in recognizing form, and in experiencing proportion and balance. Playing with accurately sized unit blocks and large hollow blocks develops a foundation for mathematics, social sciences, languages, science, and problem solving. Block building also encourages muscle growth, sensory discrimination, and eye-hand coordination. Never to be overlooked is the child's happy feeling of accomplishment in his own construction. (See Guideline #12, BLOCKS, for a fuller discussion and more suggestions.)

DO	DON'T
Remember that a sufficient quantity of unit blocks is important: Unit blocks: a half school set, about 350 blocks for each group of 15 children. Large hollow blocks: a half school set, about 40 blocks for each group of 15 children.	Don't have a skimpy quantity of blocks so that children are limited in their block building. If there are not enough blocks, they naturally lose interest.
Provide room for children to move and build in and to extend their buildings.	Don't place the block area in the way of general traffic, or confine it to too small a space.
Store blocks lengthwise on low, open shelves with unit sizes clearly visible, so that children can identify the various sizes easily and put them away in order.	Don't store blocks in a box of jumbled sizes and shapes.
Include in this area loading and riding trucks, cars, and trains and accessories such as one inch colored cubes, rubber or wooden animals, human figures, etc.	Don't forget that children are quick to pick up new ideas for their play from only a few new props.

TABLE PLAY

Since child-sized tables and chairs are usually a basic part of each center's equipment, it is important to place them in the room to allow both ample working space around the table and sufficient space for other play areas. Available on nearby shelves for use on these tables will be puzzles, peg boards, beads, table blocks, and other materials for practice in fitting parts into a whole, for developing concepts of size and shape, and for promoting small muscle coordination -- and always for fun. Some children may prefer to use these materials on the floor, or a rug, or in the open area.

DO	DON'T
Have an adequate and varied supply of materials readily accessible to children on nearby shelves.	Don't expect all children to do the same thing for the same length of time.
Arrange and group the materials so that the children can see clearly the choices offered. Keep some materials in reserve for future use.	Don't have so many different materials jumbled together that the effect is confusing.
Be alert to variations in children's abilities. Some children need simple puzzles to begin with before they attempt more complicated ones.	Don't allow too many failures with a too difficult puzzle. This discourages learning.
Remember that the young child needs to move around and will frequently change from one activity to another.	Don't have children sitting at tables for longer than they are interested in the activity.

OPEN AREA

Some teachers like a rug for coziness in this area for sitting together, for talking, for reading stories, and for music. A piano and the music center may be a part of this area.

During free play periods, many activities spill over into the open area, such as block building and family play. Also tables may be moved back to create more space as it is needed. Chairs and tables that stack are convenient.

ART

Basic art materials should be stored in one section of the room near a good work area. Each day, teachers will have paints and a selection of other materials prepared and in good condition and available to the children. Adequate space should be planned so that children will not be cramped in their work at easels, tables or floor.

Basic materials include:

- newsprint for painting
- manila paper for drawing and collage
- construction paper of assorted colors
- cardboard
- paints (tempera, strong clear colors)
- attractive scrapbox for collage materials
- finger paints
- large stout paint brushes (3/4 to 1" wide)
- containers for paints
- racks or boxes to hold paint containers
- moist clay and container
- water, salt, and flour for dough mixtures
- large crayons
- scissors
- paste and glue

It is wise to plan your art activities near your water source. It is also necessary to plan appropriate space to dry the children's work, finished and unfinished. (See Guideline #4, "Art for Young Children").

BOOKS

A book corner should be pleasant and protected from room traffic and noise. Special comfortable chairs, a table decoration, or a selection of books on the table may help to designate the area. If books are displayed on racks, face forward, they are inviting and can be identified, taken out and replaced easily as children use them independently. Books should be durable, appropriate, and kept in good repair.

Remember to use your local libraries for a continual fresh selection of quality books.

SCIENCE CENTER

One section of the room, out of the way of traffic, should be selected for materials that encourage children to experiment, manipulate, and learn from direct observation. The setting should invite children to wonder and explore. Materials may include magnets, magnifying glasses, thermometers, pulleys, gears, syphons, old locks, and clocks; leaves, seeds, bulbs, plants, a pet, an aquarium, or an ant colony.

> REMEMBER that the teacher's attitude of encouraging children's questions and fostering their desire to find out things for themselves is more important than giving them immediate answers. Joy in simple discoveries at four leads to adult confidence and ability to deal constructively with a more complex adult world.
>
> Books and pictures related to children's natural interests about science will be welcome in this area.

See Guidelines No. 16 on Science and the Science Guideline Supplement for a fuller discussion and more specific suggestions for helping young [illegible] with science.

MUSIC

Find a place in your room for the record player and records that does not interfere with other activities and offers a cozy place for a child to sit nearby.

Also in your music center, a selection of musical instruments such as a drum, rhythm sticks, bells, tone blocks, which are available on an open shelf or table during free activity periods, invites children to experiment with rhythm and sound on their own. Encourage them to discover vibration, pitch, tone quality. Put out instruments which you yourself enjoy. Don't put everything out at once. Let your children use but not abuse the piano, if you have one. Show them the "innards" and where the sound comes from.

Remember that children's joy in music and movement does not depend primarily upon equipment and materials nor upon your musical skills but upon your encouragement and enjoyment of children's natural responses to music. To children, music and movement are one.

See Guideline #14 for many more suggestions for helping children experience music and movement.

WOODWORK

This valuable activity requires enough space so that perhaps two to four children can work comfortably and move their arms and tools safely. It is wise to place this center away from traffic flow and away from particularly quiet activities. There are great advantages to a small, separate room, hallway or porch where an adult and a few children can work undisturbe Children may enjoy woodwork outside.

Working with tools and wood promotes many developmental skills and is very satisfying to children because of its quality of "realness" (real tools, real wood, real objects to create, real strength!) Children may simply experiment with the wood and tools without creating an actual product, they may make something for their own fun and use, they may relate woodworking to making or repairing furniture or equipment for the classroom.

Adults assume an active role with woodwork -- to always supervise the children at work, to make sure that tools are in good condition, to keep a plentiful supply of wood and woodwork accessories, and to make certain that every child is permitted to create in the way in which he alone wishes

The following basic equipment is recommended for this activity:

low, large, sturdy workbench or table, with two vises
claw hammers - 11-13 oz.
cross cut saws - 12-16 oz.
assorted nails with large heads
soft pieces of wood (<u>not</u> plywood) of various lengths and shapes
rulers, glue, pencils, fabric scraps, string, rubberbands, bottle caps
sandpaper - No. 1 to 00
nails may be pounded into a sturdy stump of wood

Vises and work table <u>must</u> be used if children use saws; if they are just using hammers and nails they may work on the floor or ground. Finished products may be painted in the art area.

STORAGE

. . . For materials not currently in use:

Many supplies will be stored out of sight, until the time when you wish to use them. Consider appropriate space for these when you plan your room. Such supplies include:

future supply of paints, paste, papers
special holiday or collage supplies
scrap materials for future use
extra books, games, records, science and cooking equipment
extra children's clothing
cleaning equipment
bathroom supplies

. . . For outdoor clothing and personal belongings:

For children: coat lockers, or suitable equivalent, are desirable, one for each child, with hooks or pegs that he can reach for hanging coats and hats, one shelf for rubbers or boots, and another for personal belongings, "Treasures," and possibly art work to take home or to complete at another time.

For adults: coats, boots, personal belongings, etc.

. . . For cots:

Storage space for cots and bedding should interfere as little as possible with the play area. Most important to remember is that cots are to be used during nap time in areas throughout the room, among the interest centers. This encourages as much privacy for resting as possible; it discourages the practice of cramming play equipment into only part of the room to leave free a disproportionately larger space for putting cots.

RESULTS OF GOOD PLANNING

When room arrangement permits independent activity, you have time to build individual relationships, to check your program for possible improvement, and to help the children as you observe their individual needs.

Another purpose in environmental planning is to make use of the children's interests and built-in motivation. Every adult knows that when he is really interested in what he is doing, he works best. His attention is intense and he learns more. Children come to us with their own abundant interest and curiosity. It is our task to encourage them to investigate, to use their natural curiosity about things in their world. Are we giving them this chance? Does merely telling a child to play nicely or sit at the table and color within the lines really take advantage of his own energy to learn? Now is the time to encourage, not turn off, children's interest in learning. It will never be so strong again.

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Have you tried this?

There is no "best" way to handle the behavior problems you have when caring for children. Many adults lose their tempers and spank children, but spanking causes more problems than it solves. Spanking should not be used by caregivers. It can harm children and may lead to child abuse. Since children copy what they see adults do, children who are spanked think it's all right to hit others to get what they want.

Here are some better ways of dealing with children's problems. You may be using one or more of them already. If not, try them.

Turn attention to another activity

Andrea and Jason are fighting over the tricycle. Caregiver: "I have a story book here. Who would like to hear about the green fish? I'm happy you want to come over and read with me, Andrea!"

Move a child away from a problem he is causing

"Elwood, you hit J.R. and you know we don't hit here. When you calm down you can come back and play with the others." Caregiver leads Elwood off to a chair by himself. (A preschool child should not be kept away from others or an activity longer than 2 or 3 minutes.)

Let the children work out differences

Talking about problems is much better than fighting or hitting. If the children can talk over their problem with no screaming or shouting, let them work it out. You may have to help younger children talk things over.

Let the adult and children solve the problem

Sidney and Mary are fighting over who gets to use the building blocks. Caregiver: "O.K. kids, how could you share these?" Listen to the children, but if they don't have an answer, you make a suggestion. "Sidney, you could use all the red and blue blocks and Mary, you use all the green and yellow blocks."

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University of North Carolina at Chapel Hill

1 Handling Behavior Problems

Why children act up

Adults behave the way they do to meet their needs. So do children. All people share needs for:

1) food, sleep and shelter

2) love and affection

3) doing things for and by oneself

4) feeling successful and proud of what one does

Children can usually meet their needs by acting in ways adults approve of. But sometimes they act up to get what they need because it works more easily or they have not yet learned better way. Adults need to help children learn acceptable ways meet their needs. Making sure the child is successful when he uses acceptable ways helps him to learn good behavior.

Basic needs

Most kids get cranky or upset when their basic needs aren't met. These problems are easily solved by a meal or snack if the child is hungry, putting on more clothes if the child is too cold, taking off clothes or giving a cool bath if a child is too hot. As a caregiver, you should notice and take care of these needs.

However, one basic need we often overlook in children is the need for rest. If the young child does not get enough rest, it effects the way he acts. Although we usually can tell when children are hungry, we often don't see when they're tired.

So make sure the children in your care have a quiet place to go and a chance to rest when they need to.

Love and affection

Many of the things young children do are aimed at getting love, affection and approval. In large families, single parent families or overworked families, adults do not always have time to give kids enough attention. As a result, some children act up to get the attention they need. When parents and caregivers spend more time hugging and praising children, many of those problems go away.

Doing things for yourself

Whether we call it independence, or testing the limits, children are trying to find out who they are and what they ca for themselves. We can avoid some problems by letting childr make some of their own choices. This helps them learn to do much for themselves as they can. Giving choices often helps avoid angry tantrums and makes routines easier.

Try giving choices about:

- which shoes to wear
- what kind of sandwich to have for lunch
- which toy to play with
- where to go on a walk
- how to play with the blocks
- what to make with the play-dough
- whose hand to hold
- which book to read
- what dress-ups to take outside

Take time to think of new ways children in your care can make their own choices.

Liking yourself

How a child feels about himself makes the biggest difference in how he lives his life. During their early years, children develop their feelings of self-worth, mainly from their parents and other adults in their lives. As a caregiver, you can help children learn to like themselves. You have a challenge to make each child know he is accepted and loved.

Self-confidence is a big part of liking yourself. Sometimes parents or caregivers expect too much from children and they criticize them for not doing things "right." Self-confidence can be destroyed if you criticize a child too often. On the other hand, if the child is praised for something she didn't really do, or is being praised sometimes but not others, she may become confused. Praising honestly and often, showing respect for the child, setting reasonable goals, and giving lots of love and affection are the most important things you can do to build a child's confidence.

Caregiver's recipe for self confidence

1. Mix heaping cups of trust and love.
2. Stir in lots of encouragement, sharing and fun.
3. Give generously to every child, every day. This will make self-confidence grow and help behavior problems disappear.

Make a copy of this and keep it where you will see it often.

Making rules for children

A day care home needs a few good rules to help children learn to get along with others.

As children grow older, you can help them understand why you don't allow certain things by explaining and talking about your rules. You will need to be a good model for these rules because children copy what they see adults do. Some rules you might try in your home are:

- No hitting or hurting others.
- Children may play only in certain areas - both inside and outside of the house. You need to make it clear to children where they can and cannot go.
- Preschool and school-age children should clean up after work or play. Toddlers can help too.
- No screaming, yelling or shouting inside the house.

Children's needs . . . cause their actions

When children:	They might need:
fuss, cry, move hands and legs in frustration, whine, take another child's food or drink, get annoyed	to eat or drink
be cranky, rub their eyes, say "No" more than usual, fight sleep, want to be held, have tantrums	to rest when tired
look around curiously, be very active - running, climbing getting into things, not listen to what you tell them to do	to explore their world
cling or cry when they think their parent will leave, be afraid of new adults, hide, go to safe place or person, do things to make sure they they are safe	to feel secure and protected from something that scares them
cry or whine in frustration, lift their arms to have you pick them up, climb up onto your lap, hug you, want their special doll or blanket, do something good or bad to attract your attention	love, affection and feeling of being wanted
do things they see you doing, tell you about what they have done, show off, try to do what they know you like	approval and recognition
take what they think should be theirs, push other children out of their way, not share or take turns, want to do things by themselves, say "No" a lot	to feel important and independent

LISTEN TO CHILDREN WHEN THEY ARE TELLING YOU THEIR STORIES TRY NOT TO INTERRUPT AND SCOLD

Jeanie came in quite excited and started to tell Mom about the good time she had playing at Betty's house. Mom interrupted Jeanie - rudely and at great length - to scold her for going to Betty's house without permission. Right away Jeanie lost interest in sharing her feelings with Mom. Mom certainly should remind Jeanie of the rule about asking permission, but not by rudely interrupting her. Example: "I want to hear about your visit but I was scared when I didn't know where you were. It is important for you to tell me where your are. Now, tell me. What fun things did you do at Betty's house?"

DON'T USE UNKIND WORDS WHICH MAKE THE CHILD FEEL BAD

Unkind words have unhappy results and they cut off communication. Avoid unkind words that:

Ridicule - "You're acting like a big baby."
Shame - "I'm ashamed of you."
Label - "You're a bad boy. You're acting just like a brat."

Unkind words, spoken without even thinking of their results, make the child feel that he is disliked. They discourage the child and give him a poor concept of himself. Also, unkind words do not get the right results. They only make matters worse.

USE KIND WORDS TO ENCOURAGE AND BUILD UP THE CHILD

Kind words bring happy results! They give the child more self-confidence and help him to behave better, to try harder and to achieve more. They communicate love and respect and create an atmosphere in which problems can be discussed openly and understanding reached.

Suppose the child has spilled his milk on the floor. If you say, "Don't be so clumsy! Just look at the mess you made." - it leads to unhappy results. Or you can say, "Here is a sponge. Please wipe the milk up." - with happy results.

Examples of kind words:

* Thank you for helping me clean off the table.
* You did a good job of washing the dishes.
* That really makes me feel good.
* I love you.
* I like the way you remembered to hang up your coat.

Children's Fears

By Lilian G. Katz

Fear tends to show up toward the end of the first year of life, usually in the form of fear of strangers. In infancy, fears tend to focus on unfamiliar noises, objects, or people. During the preschool years, many children develop other fears, most of which pass with time and rarely have long-term consequences. Fear of animals, imaginary creatures, thunderstorms, strange places, and numerous variations on the fear of strangers are quite common during this period.

Rational fears. If one is very small and relatively new to the world, it makes sense to be afraid of some things! It is a good idea to be afraid of fierce dogs, wild horses, and unfriendly cats. Parents want children to be fearful of a busy traffic intersection. One of parents' tasks is to help children acquire such rational fears, as well as to teach them strategies for coping. For example, a four-year-old who is afraid of friendly dogs can be shown how to stand still and let the dog get acquainted and eventually make friends with her.

Irrational fears. When a young child exhibits fears of invisible monsters, ghosts, or other creatures, it is not helpful to admonish him by saying, "There's nothing to be afraid of!" or "Don't be silly. Bears can't come down chimneys!" (especially if a big fat jolly Santa can). Often such irrational fears are disguised ways of checking whether parents are as strong as the child needs to believe they are. Basically, a child's sense of security comes from being able to see his parents as strong and fearless. Fortunately, a child is able to exaggerate his parents' prowess very easily. Parents can help a child cope with this kind of fear by indicating that even if there were such things to be afraid of, they would protect him from any possible harm.

Some children use fears as pretexts for getting into their parents' bed at night. It is often hard to resist comforting an anxious child in this way. But it is probably best for a parent to sit at the child's bedside until she falls asleep, after reassuring her that she is safe and protected. Parents may lose a few hours of sleep for a week or ten days with this strategy. But in the long run, this approach will help a child cope with feelings of fear more competently than will sleeping with parents for many months.

Misunderstandings. Almost all children have experience with fears that come from misunderstanding events or remarks. Some such fears seem amusing to us at first. Take the case of the child whose grandfather jokingly told her that if she swallowed a watermelon seed, it would grow in her stomach. When this girl recalled this incident many years later, she still remembered the acute distress this loving grandfather's teasing remark caused for what seemed to her to be a very long time.

Sometimes the situation is more serious. In one instance, a mother of three young girls became ill and required a lengthy hospitalization. A plan was made for the eldest girl to stay with one set of grandparents and the younger two to go to the other. As it happened, the eldest was sent to the grandparents who lived farthest from the hospital. When recalling this traumatic period as an adult, she reported having assumed that she was being sent farthest away because her mother did not want to see her—maybe because she had caused her mother's illness.

When children say they are afraid, parents can minimize the possible misunderstanding by indicating acceptance without agreeing with them. Resist the temptation to deny the feelings. Denial of another's feelings, whether or not they are appropriate, lessens the chances that the person will tell you about his feelings the next time. Many opportunities to help children may be lost in just this way.

Parents are in the best position to help a child untangle twisted meanings by checking to see how she is feeling and what she thinks about significant events and plans. In addition, it is useful to check the important gauges of well-being and stress, such as restfulness of sleep, quality of appetite, relationships with other children, and the degree of interest and enthusiasm for activities available to her.

Fears are part of growing up and out of the protective environment of the home into a world full of hazards. Showing children how to cope with rational fears and dispel the irrational fears is a major part of parenting. ●

RICHARD FAVERTY/UNISON

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MARK JOSEPH/UNISON

Why Child Abuse Occurs

Stress, isolation, or ignorance of the developmental patterns of children —not craziness—make for abuse.

By Edward Zigler and Nancy Rubin

It happened at the most unpredictable moments. Sometimes it was a milk-spilling incident by two-year-old Jimmy that triggered Stella's outbursts. On other days, Jimmy's constant whining caused Stella to hit her son with escalating vehemence. The long hours Stella spent alone with Jimmy and his baby brother, her unhappy marriage, and the abrupt transition she had made from paid work to a fulltime homemaker role contributed to Stella's sense of isolation, anger, and depression.

"I became terrified that when I started hitting my son, I couldn't seem to stop. I kept hitting and hitting him without ever thinking about how hard I was slapping him," Stella, a Wilmington, Delaware, mother, recalls. "Actually, it was my bottled rage that was coming out on him, but I didn't know what to do or who to talk to about it."

Two years after giving birth to a daughter and returning to work, Carol found herself pregnant again. After her twin sons were born, the Spokane, Washington, mother's day became an endless round of feeding, diapering, dressing the infants, and trying to placate her jealous young daughter. At times, it seemed impossible to satisfy her children, and so Carol often placed them in their cribs to cry themselves to sleep. Some nights when Carol's husband, Greg, came home from work, he helped her feed the

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children and get them to bed. Occasionally, he hit them.

Before long, Carol and Greg's frustration at child rearing was overshadowed by financial concerns when Greg lost his job. Within a few weeks, Carol found work and arranged to leave the three children at a nearby day-care center. After her first day on the job, Carol returned to the center to learn that the twins had been removed and placed with Spokane's child-protective services.

"The child-care director told me that she thought the babies had been abused—that they had too many scratches and bruises for children of their age," Carol said. "We weren't allowed to have our children back for three weeks—and then, only after Greg and I promised to enroll in the parent-education classes at the Community Mental Health Center."

One Friday afternoon Shirley Bauer of Concordia, Kansas, visited a new mother named Mary as part of her job for the Kansas Healthy Start/Home Visitor Program. Although Mary was well, Shirley was horrified to find that the baby was severely emaciated, weak, and listless. Despite the baby's dire physical condition, Mary seemed unconcerned. "The baby just doesn't seem to want to eat too much, so I don't trouble him about it," Mary explained, adding that she and her husband didn't have much money for formula.

Worried that the baby wouldn't live through the weekend, Shirley immediately notified her supervisor. A public-health nurse rushed emergency formula supplies to Mary and spent most of the weekend instructing her about the importance of regularly feeding the infant.

Ordinary people.

To the average American, child abuse almost inevitably conjures up the picture of a sadist who batters or deliberately neglects innocent children to fulfill a ghoulish set of psychological perversions. Yet many people who abuse their children do not fall into the category of deliberate perpetrators. Instead, they are troubled, isolated individuals, often as much a victim as the child. Many are like Stella, Carol, Greg, and Mary—ordinary citizens who work hard, try to pay their bills, and lead quiet lives.

Scholarly studies have shown that slightly less than 10 percent of abusive parents have severe psychological problems. The notion of the abusive parent as a disturbed individual—a "crazy"—has been largely dismissed by the academic community.

How, then, does it happen that some parents end up abusing their children? Ever since the physical evidence of child abuse was reported in the medical literature of the 1950s, explaining the fractures found in X rays of young children and later described by Dr. Henry Kempe as the "battered child syndrome," child-care experts have pondered the causes of parental mistreatment of their offspring. Today, the answers are still not entirely clear, but social-science research has moved closer to understanding how child abuse can happen, even with a well-intentioned parent.

What is child abuse?

Child abuse has been variously defined by experts as a set of behaviors along a continuum. At one end of that continuum, there is serious physical harm done to the child. Often, the parent may start out innocently using some mild form of punishment and end up, to his horror, seriously injuring the child. Abuse can also include neglect or an outright lack of proper care, as occurred with Mary's child. At the other end of that continuum is emotional abuse, which is often accomplished through the repeated degradation or humiliation of a child.

In its broadest definition, professionals think of abuse as any behavior that cripples a child in his effort to achieve his potential as a human being. Children who are repeatedly abused display a common set of characteristics—developmental lags, timidity, hostility, aggression, and a poor sense of self-esteem.

Because physical abuse, not psychological, is easier to document, however, it usually receives more publicity. Yet figures on the number of children physically abused each year

Five Suggestions For Healthy Parental Discipline

Every parent experiences exasperating moments when a child is disobedient. What is the best way to express your disapproval and correct his behavior without becoming abusive? Here are some practical corrective techniques:

1. Recognize that your emotions are at a peak and temporarily refrain from punishment. Don't do anything if you are livid. An angry parent is more likely to use physical discipline to correct the child and such force is likely to escalate. Allow yourself and the child a cooling-off period before you do anything.

2. Investigate the details before making any decisions. Find out what really happened with the child, his siblings, peers, teacher, or babysitter to provoke the incident. Give your child an opportunity to tell his side of the story and then make sure you have a good grasp of all the details before you come to a conclusion. One of the quickest routes to emotional damage is inappropriate punishment; conversely, it is just as dangerous to dismiss a child's misbehavior by shifting the blame to another.

3. Get perspective on your child's misbehavior by sharing it with another. In moments of anger, we tend to lose our objectivity. Find a friend, spouse, or other trusted individual you can discuss your child's behavior with. If that person is removed from the immediate situation, he may be able to help you see the child more realistically or help you find practical ways to handle the situation.

4. Become educated about child development and the parental role. Studies show that the more you and your spouse understand about your role, and the child's normal developmental course, the more likely you are to parent well. Find out about courses in parent education, child development, and family relationships. Because parental consistency is a key to effective discipline, it is important to communicate your child-rearing concerns with your spouse.

5. Make your values clear to your child and be consistent in maintaining them. In order to define limits, children are likely to test their parents at each stage of development. While this is often taxing to parents, it is really a plea for parental consistency and guidance. The trick is to remain emotionally open and reasonably flexible so that your child will maintain his trust in you without sacrificing the values you believe in.

are difficult to estimate. Recent numbers from the National Center on Child Abuse and Neglect indicate that in 1983 there were over 1 million reports involving over 1.5 million children (a 142 percent increase in reports since 1976) and 2,000 to 5,000 abuse-related deaths each year. While experts believe that much of that increase is due to growing public awareness and improved professional reporting systems, external stresses on parents are also thought responsible.

Stress: a major factor.

A national survey conducted by the National Committee for Prevention of Child Abuse, for instance, found that in Michigan, a state with a 15 percent unemployment rate in 1981, reports of child abuse rose about 9 percent during that year. According to *Behind Closed Doors: Violence in the American Family* (Anchor Books, Anchor Press, Doubleday), a study of over 2,000 American adults by Murray A. Straus, Richard J. Gelles, and Suzanne K. Steinmetz, the violence rate was 14 percent among families where the husband was employed, but 22 percent in families with an unemployed husband, a 57 percent higher rate.

Thus, while early research on child abuse almost singularly focused on parental psychopathology, more recent studies suggest that external stresses—unemployment, economic or marital stress, lack of social and familial supports—can also contribute to abusive behavior. A strong case can be made, for example, for the difficult economic circumstances that Carol and Greg experienced when they had twin sons. Equally revealing was Stella's comment that the rage she felt from other life events came spilling out of her and onto her child.

"Interactive" abuse.

Recently, certain types of children have also been observed to be at high risk for abuse—children who are born prematurely, have a low birth weight, have handicaps, or have "difficult temperaments"—characteristics that make youngsters more stressful to care for.

Certain children may also develop behavior patterns that make them targets for abuse, according to psychologist Ross D. Parke. A mother may discover that hitting a disobedient child curbs his behavior temporarily. In a way this mother is being "trained" to use physical punishment as a behavior control. If the child persists in his disobedience, she may then escalate the physical punishment.

Today, social scientists are moving toward an "interactive" understanding of abuse, believing that it is the result of a combination of personal and external social factors. One widely held maxim among mental-health professionals is that the more stresses a parent operates under, the less likely he is to nurture effectively. "Anybody can commit child abuse, but anybody with five of these stresses might have a greater likelihood to do it than a person with fewer of them," Dr. Richard J. Gelles explains.

Lower income, higher stress.

While it is also true that many parents who operate under great stress do not end up abusing their children, case studies on abusive parents indicate that a disproportionate number of them come from low-income families where there are high rates of marital, economic, and social stress. Since child abuse *(Continued on page 215)*

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(From page 106) occurs at all levels of society, researchers have long debated why figures should be slanted toward these disadvantaged groups.

Basically, there are two explanations. The first is that low-income families are more likely to come under the surveillance of welfare agencies, social-service workers, and public officials, and hence, more likely to be reported. A second and equally valid explanation, however, is that poorer families often do have greater stresses than more affluent ones, and this produces child abuse. Simply stated, there is a strong relationship between stress and lack of money: when child-rearing frustrations run high, middle-class parents have the financial resources to hire babysitters or send their children to summer camps—options that poorer families cannot easily afford.

Contributing to this stress is single parenthood. Currently, there are over 6 million mothers maintaining families with children under the age of eighteen, a figure that has more than doubled since 1970. Many of these families live on a median income of $9,000 a year, or at only about 36 percent of the average American family's income, a fact that has given rise to what is now known as the "feminization of poverty."

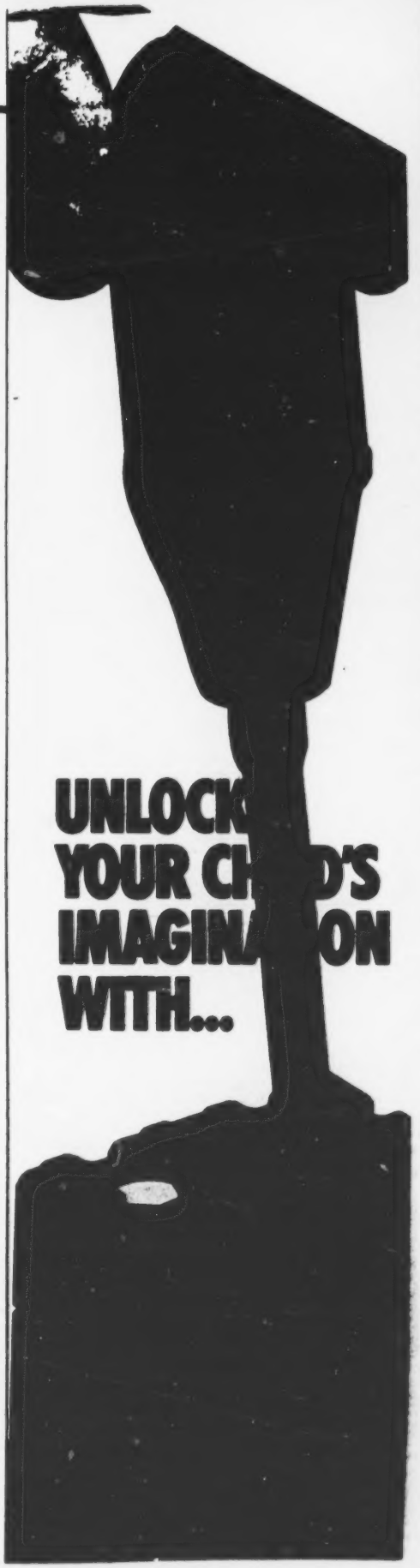
"... One striking characteristic of abusive families is that many are remarkably isolated from the community and have few friends and no extended family-support systems ...."

Social isolation.

Another important factor is the lack of formal supports some low-income families have. One striking characteristic of abusive families is that many are remarkably isolated from the community and have few friends and no extended family-support systems. One research study of abusive parents found that nearly 90 percent had unlisted phone numbers. These abusive parents, compared to nonabusive parents, were twice as likely to prefer to resolve crises on their own, instead of with help. Psychologist James Garbarino notes that in his research, when support in the form of friends, community or religious groups, and social-service agencies is readily available and used by parents, child abuse is significantly lower. Conversely, where parents are socially isolated, abuse goes up. Mary was a perfect example. If she had had close personal friends or frequent contact with a community group, her baby's sickly appearance would certainly have been noticed sooner and dealt with.

Information vacuum.

Social scientists have also learned that the more understanding a parent has about child development and the parental role, the more likely he or she is to nurture effectively. A series of studies by Carolyn Moore Newberger, Ed.D., on parental perceptions of adults whose children were being treated in a pediatric hospital sheds light on this issue. According to this theory, parental attitudes and behavior follow a pattern of stages, similar to those described by Piaget, with different levels of sophistication and understanding. In the first study, Dr. Newberger compared eight urban mothers whose children had been identified by child-protective services as physically abused or neglected with eight parents whose children



Where to Get Help

These organizations can be invaluable to concerned families.

Parents Anonymous (an affiliate of the National Committee for Prevention of Child Abuse)
(800) 421-0353 (in Illinois [312] 663-3520)
A crisis-intervention program for parents who abuse their children. Operates a hotline and provides referrals to local chapters.

National Committee for Prevention of Child Abuse
Box 2866, Chicago, Ill. 60609. (312) 663-3520. Provides information for people who want to find solutions to child abuse, including sexual abuse. Stresses preventive efforts, gives referrals, and offers volunteer opportunities.

Parents United
840 Guadelupe Parkway, San Jose, Calif. 95110. (800) 422-4453. A resource for sexual-abuse victims, perpetrators, and families to call for referrals to local affiliates in 50 states and Canada.

American Association for Protecting Children (a division of the American Humane Society)
9725 East Hampden Avenue, Denver, Colo. 80231. (303) 695-0811. Emphasizes the political expression of citizens' views, researches child abuse, rates programs, and issues data on abused children.

Parents Without Partners
7910 Woodmont Avenue, Bethesda, Md. 20814. (800) 638-8078. A national support group for single parents and their children with over 1,000 local chapters. Provides various social and educational programs.

were being medically treated for other reasons. Through a special "parental awareness" interview, Dr. Newberger found that seven of the eight parents with an abusive history scored significantly lower on understanding of a child's viewpoint and the function of the parental role. A second study comparing eight rural, abusive mothers with a matched set of controls found a similar lack of parental awareness, leading Dr. Newberger to conclude that the "developmental maturity" of parents had important implications for their behavior.

In order for parents to learn about child rearing, they must be educated about it. Unfortunately, in an era where a small number of babies are born per family and where one in five youngsters is growing up in a single-child family, it is becoming increasingly common for adults to have their first intimate experience with an infant when they bring their *own* baby home from the hospital. Carol and Greg epitomized that situation. Because the couple had little communication with their extended families and had few friends with young children of their own, they were raising their children in an information vacuum.

Escalating violence.

While educational gaps and the lack of family-support services in America contribute to child abuse, some of our cultural messages are equally important. One of the most powerful of these is the glorification of violence in our society—our national perception that, under certain circumstances, violence is a perfectly legitimate way to resolve conflict. Researchers have long warned that an acceptance of violence has a dangerous disinhibiting effect because it produces a breakdown of the internal controls that protect us from inflicting physical injury upon others.

A study of a representative sample of major school districts in America by the U.S. Department of Education's Office for Civil Rights reported that there were well over 1 million incidents of school corporal punishment inflicted upon students in 1983. (Because most school incidents are not reported, the count is an admittedly conservative one.) The implications of such treatment of our youth are disquieting in the value lessons they teach to all of us.

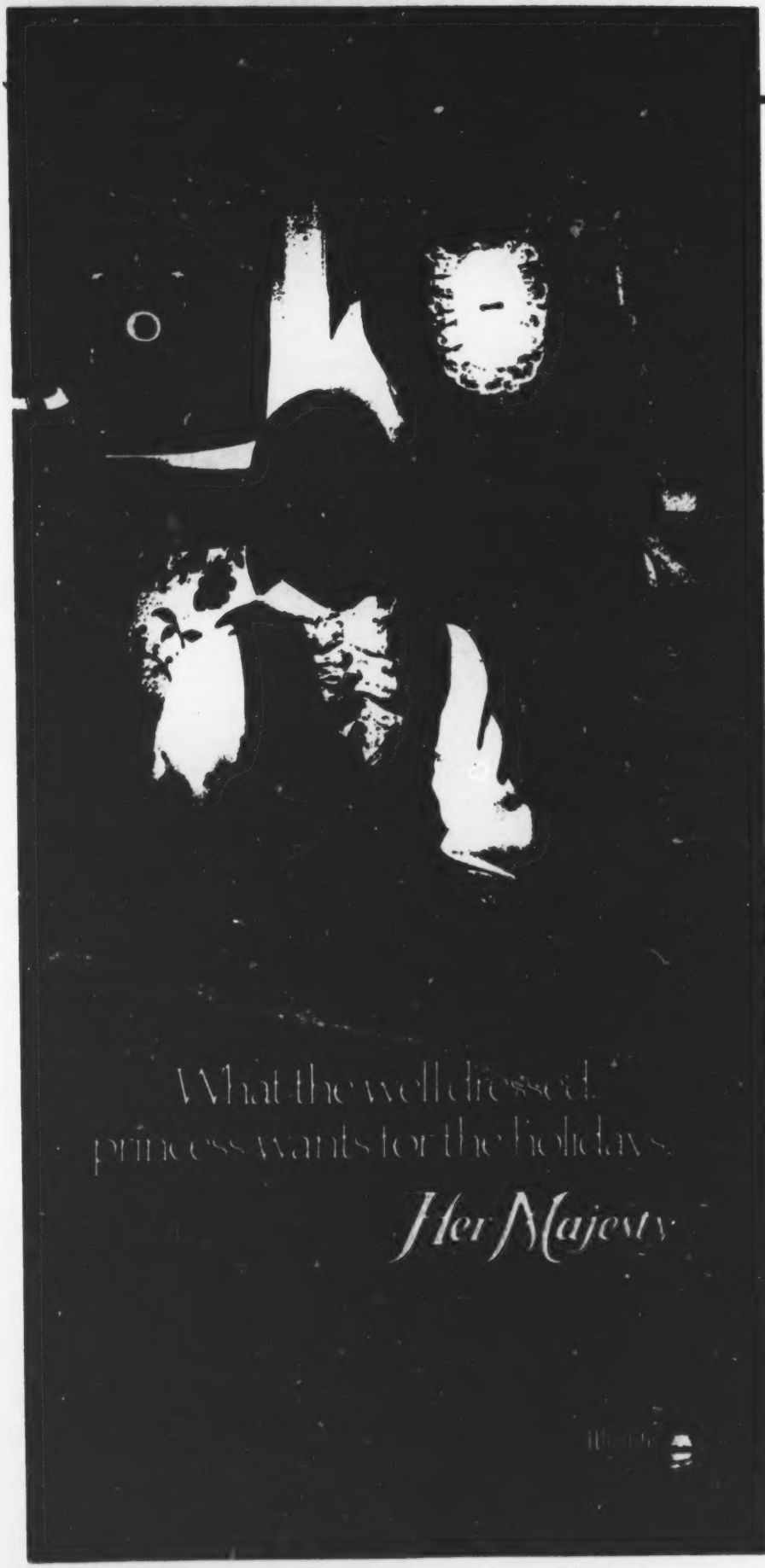
"What it communicates to the child is that physical means are the most effective way to deal with people and that it is an appropriate way for them to deal with children when they, in turn, become parents," suggests Dr. Norma D. Feshbach, professor in the Graduate School of Education and the department of psychology at the University of California at Los Angeles, and a frequent consultant for many agencies, including California's Commission on Crime Control and Violence Prevention. "Parents look to the schools as a repository of information about children, and if the schools condone hitting children, what else can a parent be expected to do but to follow?" Feshbach adds.

Studies of the disciplinary measures used by American parents reveal that most resort to physical discipline of their children. According to Dr. Murray A. Straus, director of the Family Research Laboratory at the University of New Hampshire, a national survey of over 1,000 parents revealed that in families with three-year-olds, 97 percent of the parents spanked their child on occasion. In another study, of 186 parents with children ages five to eight, the Family Research Laboratory also found that 88 percent spanked their children. Of those, 33 percent said they used physical punishment when they felt tired, frustrated, or "out of control." Data collected in 1975 by Ross Parke and Candace Collmer also revealed that 25 percent of a sample of 100 Los Angeles mothers spanked their infants in the first six months of life and nearly half spanked their babies by the end of their first year. The most dangerous aspect of this is that physical punishment tends to have an escalating effect—violence tends to beget violence. Some experts believe that, if parents gave up corporal punishment as an acceptable form of discipline, child abuse would be reduced by 50 percent.

". . . Some experts are starting to develop primary-prevention programs . . . ."

Prevention.

In an effort to increase parental knowledge before abuse begins, some experts are starting to develop primary-prevention programs. One of the most successful of these is the Ounce of Prevention Fund. Established in 1982, now in 47 Illinois communities, the program offers high-risk families a variety of services, including home visitors, drop-in day care, and parent-education and support groups. At one site, for instance, a



group of teenage mothers regularly meets with a peer facilitator to discuss their efforts at caring for their infants while finishing school or attempting to find jobs. During one meeting, a young mother talked about her anger at her own mother who, she contended, was taking advantage of her as an unpaid household servant. An expectant woman expressed fears that she wouldn't recognize the early signs of labor. As the meeting progressed, the peer facilitator and other women were able to help the angry young mother cope with her feelings and offer factual information to the expectant woman about the onset of childbirth.

"The program may not prevent all family difficulties," says Dr. Judith Musick, executive director of the Ounce of Prevention Fund, "but it does raise parental consciousness and help families parent more effectively."

In the case of Mary, once she received some personal support and instruction about child care from a public-health nurse, her care of her infant improved dramatically. Stella heard a public-service announcement about child abuse on television, contacted Parents Anonymous, and began family therapy, which helped her to stop hitting Jimmy.

When Carol and Greg joined the parent-education classes at Spokane's Community Mental Health Center, where they could listen to others and share their own parenting concerns, they slowly developed new insights into the parental role and the development of their daughter and twin sons. In addition, Carol became involved with Spokane's Child Abuse and Neglect Prevention Center, where she was introduced to a volunteer parent aide—an older mother who talked to her about parenting issues. Over the past two years, Carol's conversations with the volunteer have covered subjects ranging from discipline to family-budget problems.

"Today I'm a much happier mother," Carol says. "My volunteer aide is the kind of person I can talk to about anything—any fears or insecurities I have. She's taught me a lot about parenting and about what fun it can be." ●

Edward Ziglar, Ph.D., is Sterling Professor of Psychology at Yale University. **Nancy Rubin** is the author of "The Mother Mirror: How a Generation of Women Is Changing Motherhood in America" (G.P. Putnam's Sons).

APPENDIX D

ADDITIONAL ASSIGNMENTS/READINGS

The Parent, Caregiver and the Family	1. "What Parenting Means to Me"
Child Abuse	1. Research and write reports on child abuse
	2. Ask a Parents Anonymous representative to speak on child abuse
Child Care Facilities	1. Have a debate on the pros and cons of day care versus care in the home by a parent
	2. Develop criteria for choosing a good early childhood program. (Read p. 427-30 in Child Dev. Parenting & Teaching)
Careers in Child Care Services and Related Areas	1. Have guest speakers from different careers speak to the class on pros, cons, benefits, and requirements for their specific career position.
	2. Construct a bulletin board on Careers in Child Care and Related Areas
Theories and Characteristics of Child Development	1. Research the different theories of Maslow, Erikson, Bruner, Harlock, Piaget, Pavlov and give oral reports
Physical, Social/Emotional and Intellectual Development of Children Ages 1-6	1. Make a list of a toddler's clothing needs for one week. "Shop" for those items, listing the cost of each
Social/Emotional Development Ages 1-3	1. Invite a school psychologist in to demonstrate testing procedures used on young children
	2. Complete a crossword puzzle on terms and concepts of intellectual development ages 1-6
	3. Devise a list of ways how toddlers and preschoolers learn

Physical Development
Ages 4-6

1. Brainstorm to develop a list of nutritional snacks for children
2. Compare the manual dexterity of toddlers with preschoolers. Record observations
3. Discuss how clothing affects children psychologically

Emotional and Social Development
Ages 4-6

1. Write a one page paper on your recollections of your first day of school

Intellecktual Development
Ages 4-6

1. Discuss how environment and health affect the rate of learning
2. Find out what a child is expected to know and be able to do before entering kindergarten
3. Brainstorm a list of household activities that five and six year olds could do
4. Have a guest speaker from the local library come and speak on children's literature and storytelling
5. Make a list of ways that parents can help their child have a positive adjustment to school

Toys and Play

1. Evaluate a number of toys displayed, and tell what age you think they are appropriate for and why, also what can it do for a child
2. Review pages 203-204 on toy safety and discuss choosing toys for your child
3. Construct a sensory toy

Games, Play

1. Set up a display on a certain topic for a preschool or day care
2. Write for free copies of children's magazines
3. When visiting a day care facility, describe their book corner setup.
4. Construct home-made instrument from found objects
5. Using visual aids, teach a new song to the class
6. Produce a tape recording of various noises and then try to have class guess what they are
7. Make puppets and/or put on a puppet show
8. Watch two children's TV shows (Sesame Street being one of them), and write a paper on what concepts were taught and how they were taught, through what medium?

Traits of a Healthy Child

1. Make a list of traits of a healthy child
2. Read in text pages 86-90. Using the chart, make up a daily menu for a toddler or preschooler, taking into consideration the information on pages 223-226 and 309-315
3. Make a list of healthy snacks for youngsters
4. Each student bring enough of a snack to share with classmates

Health Care and Safety

1. Do oral reports on childhood diseases

2. Discuss "home" safety and compose a list of precautions and suggestions